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ABSTRACT

This manual includes sequential skills and activities to enhance the development of three- to five-year-old children. Part 1, the introduction, provides brief descriptions of the social, emotional, and moral stages of growth in preschool children, explaining some of the terms commonly associated with each area. Activities appropriate for the child's level of development are provided in part 2 for each of the three areas. Lists of large and small equipment, recommended pets and plants, books for children, and books for parents and teachers are provided in part 3. Finally, in part 4, a bibliography is given of other sources of information and activities in the areas covered, as well as in other areas relevant to the development of young children. (MP)

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BECOMING AN INNER-CHILD

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A Manual with Developmental Skills and Activities for Three to Six Year Olds

By Susan Bradshaw



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BECOMING AN INNER-DIRECTED CHILD

A Manual with Developmental Skills and
Activities for Three-to-Six Year Olds

BY

SUSAN BRADSHAW



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PREFACE

Children's emotional and social perceptions develop in concentric circles. The infant is concerned with himself alone, the young toddler with himself and his caretakers, the older toddler with himself, caretakers and peers, and the preschool child with all people in his environment. However, in the case of young children of all ages, the center of concern is always self, and concern for others is always in relation to self.



Because the child's perceptions of the world only include others in an incomplete way, if at all, activities in the areas of social, emotional and moral development must involve his own personal experiences if they are to make sense to him. Field trips and concretely presented lessons within the school can broaden a 3 - 5 year old child's environment

to include strands of other cultures. In order for this "alien" kind of learning to be meaningful to him, it must cease to be alien, and become part of his own personal experience. Thus, the celebration of Christmas in Mexico with pinata games and re-enactment of Mary and Joseph trying to find shelter for the night, will probably not be absorbed by preschool children unless they have a Mexican classmate who can celebrate these customs several times with them in ordinary role-play, and at their level of understanding.

Again, because of the egocentric nature of the young child, curricula in the areas covered by this book cannot be organized in any other way but according to his spontaneous, highly changeable, and irregularly developing affective needs. Children may be enticed by extrinsic devices in other learning areas. For instance, in science, a display may be set up that effectively attracts preschool youngsters to view and feel ash from the Mt. St. Helen's volcanic eruption -- a phenomena that they have never seen or thought about before. However, they cannot be so enticed in those realms involving personal feelings. The only red magic marker in the room that still works will not be peaceably shared by the whole group working on an art project if the act of sharing and the intrinsic worth of the art project are not sincerely valued by the group before the project begins.

Seldom, if ever, should a single activity be participated in by the entire class at one time. Affective activities are best done by individual children, or groups of three to six. Otherwise, adults will find it impossible to track a group of children's highly variant social, emotional and moral development. Choices, grouping and management should as closely as possible resemble that of the natural human character development center, the home. In the home, development unfolds on an individual basis in a multi-age setting. People of all ages learn a greater amount if they have models to copy, or can teach others what they know. Both of these kinds of natural and powerful learning go on continually and automatically in a multi-age group of three to five year olds, as children in this age range model

the behavior of those slightly older than themselves, and teach behavior to those slightly younger than themselves. Such behavior includes not only social behavior, but the full range of skills, such as academic skills.

Exposure to other role models can be arranged for in an almost infinite variety of ways. Parents are usually delighted to discuss and concretely demonstrate the work they do in their occupations to children in their child's preschool. Using parents with whom the group may already be acquainted in other settings (such as when they are parent volunteers in the classroom) enables children to understand that one's work is only one aspect of oneself. Otherwise, young children's views of occupations have a one-dimensional quality. For this reason, preschool children often express complete surprise the first time they see their teachers in the supermarket or the post office, because they somehow feel, without ever having put it into words, that teachers spend all of their time in schools.

Another one-dimensional distortion in young children's thinking is the view that the world is made up of babies, children and adults in their twenties. A preschool and a retirement home can have a "grand-parent and grand-child" program worked out between them, with pairs organized so that a preschool child and an older person adopt one another and do activities at the preschool or the home on a regular basis. In the scattered, modern extended family, many children seldom or never see their natural grandparents.

All equipment should be as sturdy, simple and functional as possible, with preference given to equipment that can have a variety of uses in a variety of situations. Climbing apparatus with contemporary design and construction often has recesses, tunnels and cubby holes in interior portions that can be used for playing house; not only playing house in a local setting, but playing Eskimo house in an igloo, or acting out other alternative styles of living. An average or large sized doll, with clothes ranging from baby clothes to fashion clothes to cow girl clothes, is preferable to a small, plastic, stylized fashion

doll, such as the "Barbie Doll," with only one kind of clothes that look right on her. Much of the conventional equipment in preschool rooms is nice, but non-essential. A sturdy child-size stove of wood or heavy vinyl is nice, and will prove a popular item of play. However, a heavy cardboard box turned upside down, with burners painted on it, will also make a serviceable, if not as permanent, conventional toy stove. It can serve as long as children's interest in that particular kind of stove lasts. Play interests change, and if cardboard is used, when play interest should turn to wanting a microwave oven in the kitchen area, a cardboard microwave oven can be easily and inexpensively devised.

Because three to five year old children are still very much dependent on adults in all aspects of their lives, experiences of having living creatures dependent upon them are excellent for self-esteem, and can sometimes be almost revolutionary in their restorative effects upon the ego-development of abused or neglected children. Plant or animal care is also the most accessible route for learning both the pleasures and discomforts of unselfish daily service.

Parents often give their child a pet upon the promise, solemnly given to the parents by the child, that the child will regularly and faithfully take care of it. After a few days, the child forgets to take care of the pet, and the parents must continue to take care of it if it is to live. Then, the child is usually blamed by parents who do not realize that in this area, as in all other areas, the child could have been helped to handle the situation, if education for this kind of responsibility had been done in steps leading from simpler to more complex tasks.

Education for pet care can be outlined as follows:

1. Plant and tend a garden (regular, but not necessarily daily care)
2. Care for a house plant (regular, but not necessarily daily care)
3. Care for fish (less frequently than daily care)
4. Care for a caged animal such as (and preferably) a gerbil (daily care and personal affection)
5. Care for a dog or cat (daily care, personal affection, and discipline)

The age that the child should be for each one of these stages, and how long each stage should last before moving to the next, is highly variable. The time table varies with the maturity of the child, but perhaps even more with the nature of the environment (e.g., physical facilities and whether individual or small group care is being given).

The same individual or group should have care responsibilities EVERY day, or unselfish behavior will be viewed by the child as being on the same sometime basis that they experience when playing in a peer group. Daily care is given by the child, but inspection of that care for quality, scheduling of routine shots and medical care by the veterinarian, and a check of all children and staff for allergies to particular pets and plants still must be done by supervising adults.

In 1975, Charles E. Merrill Publishing Company released a work by Annie L. Butler, Edward Earl Gotts, and Nancy L. Quisenberry, Early Childhood Programs: Developmental Objectives and Their Use. This college text is a focus on available research related to the stages (levels, they used) of development for the preschool child. This sequencing approach had been the structural context for curriculum planning used by Debbie Coonrod in writing The Whole Child: A Kindergarten Curriculum. It continues to be the format for Debcon publications.

By suggesting books, articles, and the Charles E. Merrill 1975 release, Dr. Coonrod sent me forth with the assignment for presenting a research-based manuscript with sequential skills and activities for the three - five year old's social, emotional, and moral development.

The result is a book divided into four parts. Part one, the Introduction, gives an explanation of the three areas, emotional, social and moral development, as well as some of the terms commonly associated with each. The second part contains activities for each of the three areas. These activities are appropriate for the level of development described prior to the activity. Equipment Needs, part three, is a list of large equipment, small equipment, recommended pets and plants, books for children, and books for parents and teachers that would be

valuable in aiding emotional, social, and moral development. Part four is a bibliography of other sources for more information and activities in the areas covered in this book as well as other areas relevant to the development of young children.

Five sequential levels of behavior can be seen in children ages three through five. Level I behavior appears first, often at age three, then level II, and so forth. Children at different ages will be at any given level of behavior. The important thing to remember is that the level is not the focus. The child observed for his unique behavior and development is the focus.

Susan Bradshaw

ACKNOWLEDGMENTS

To my knowledge, there are no books developmentally sequenced with active participatory learning experiences for children ages three through five in the areas of social, emotional and moral growth. Therefore, I had to "start from scratch." The result will hopefully fill a need that parents and teachers have as they seek to provide opportunities for growth in these areas to the children under their care. Because this is a pioneer compilation of activities in the affective area, I would be interested in receiving information about unpublished active learning experiences in this field that people in early childhood education may have developed over the years.

I am deeply indebted to Dr. Debbie Coonrod for help and advice with many aspects of this book. Her innate gift for translating highly abstract concepts into clear, specific language has been an especially valuable resource in providing a practical manual of this sort.

Several people contributed photographs that do more than words to develop and enhance the text. Heidi and Jacque Stone contributed photographs. Many photographs are of Chic Coonrod as a child. The cover was taken especially for this book by Jacque Stone.

Susan Bradshaw



INTRODUCTION



"Why did you do that?," a parent or teacher will often ask a young child who has misbehaved.

Many an adult does not know his own motivation for a particular behavior, and children ages three through five never do. Yet the question is asked repeatedly. Many people who do know that physical and intellectual growth take place in stages do not realize that social, emotional, and moral growth unfold gradually. Indeed, often adults demonstrate that they are consciously unaware that the child does not have a mature enough set of social, emotional, and moral perceptions to answer any question of "Why did you do that?"

Unlike physical development and, even to a large extent intellectual development, moral, social and emotional growth cannot be a very statistically defined process. The purposes of this book then are:

- 1) to provide brief descriptions of the social, emotional and moral stages of growth in preschool children and
- 2) to suggest activities that will enhance the life of the child at each stage.

The problem of sin, a religious term, can be understood from the context of this manuscript as the ease with which adults and older children can regress to earlier stages of emotional, social and moral development. In assessing the child's or the adult's deteriorating ability to cope with a given situation, no stage of development is absolutely left behind. All remain within the individual personality to be activated according to inner directions or drives and outward circumstance.

For instance, a four year old may want a bottle of milk and a security blanket. The unsuspecting parent may be confused by this behavior because this same child had given up the emotional need for them two years before. A new sibling's arrival in the family however has threatened his perceived place in his parents' affections.

Because of the unpredictability and random patterning of outward circumstance in modern society, the highest stages of moral, social and emotional growth will become predominant only if personality strengths and limits are developed to facilitate the formation of self-knowledge as an inner-directed child.



A new arrival in the family
can have a traumatic effect
on a young child.

In 1948 and 1949, David Riesman, Nathan Glazer and Reuel Denney wrote The Lonely Crowd: A Study of the Changing American Character. They stated that tradition-directed personalities, who got their cues for social living from static outward national and religious custom, dominated Western culture until the Renaissance and Reformation. Modern society is producing other-directed people, who conform their beliefs to the prevailing beliefs of those around them. These members of modern society shift beliefs and lifestyles as quickly as modern society and their own personal circumstances change.

INNER-DIRECTED MODE OF LIVING

The inner-directed mode of living and child rearing, which started during the Renaissance and Reformation, is still a dominant force in our society. It is more complex than the other two forms of social adaptation. Instead of dictating either static or shifting norms from without, it is a method of instilling general moral and social principles within a person, preferably when he or she is a young child. Thus, inner direction is action in obedience to general principles.

Tradition- and other-direction is action in obedience to specific outer directives. An other- or tradition-directed person might want to be a doctor because his or her parent is a doctor. An inner-directed

person would more likely decide to become a doctor on the basis of a belief that every individual should reach his full potential, and that good doctors can help people reach this goal.

Inner-directed goals are freedom and self-realization for all people insofar as possible. Lifestyles and issues of outward conformity fit into those goals as secondary matters. The latter are primary goals for tradition-directed and other-directed people. Thus, the inner-directed child or adult is more flexible and stable in personality than an other- or tradition-directed person, since modern technology society has made and will continue to make demands for unprecedented changes in lifestyle and occupations throughout the long lives that most people live today.

Attitudes. Inner-directed attitudes are "caught, not taught," and this is no where more true than at the preschool level, where children tend to understand at most not more than 75% of what teachers say, and where all words must be illustrated and demonstrated by action.



The adults in a young child's life play an important role in the development of attitudes.

Modeling. Preschool children choose as models primarily adults, but also older children and occasionally peers. They imitate their behavior to a great degree in a quiet, unconscious manner. Modeling continues after the preschool years, and in fact can be present at any time throughout life. It is present to a far greater degree under the age of six than at any other time, and it is the primary way in which preschool children learn.



Modeling is one important way in which preschool children learn.

Verbalization. Verbalization is important in this emotional, social and moral development of the preschool age child. For the child to have a logical foundation for his beliefs, which in turn can become a firm value system, actions, particularly of an emotive or controversial nature, should be commented upon and reasoned about by the teacher in a discussion with the child.

Simple prohibitions are usually given to a child, i.e., not to hit another child. It is easy to give a reason to refrain from such behavior. The following statement provides the child an alternative course of action: "People hurt when we hit them; the clown doll doesn't hurt. Let's hit the clown doll."

Although it is difficult even for adults to verbalize under emotional stress, it is important to teach people to verbalize their desires in behavioral terms to one another when angry or frustrated. Verbalization is an appropriate alternative to the use of physical violence. For example, one could say, "Tell Tommy to run his truck in the middle of the room so your blocks won't be knocked down again."

Conceptualization. Social, emotional and moral concepts such as justice, equality, liberty and love are usually stated in quite abstract terms and used quite freely, as though everyone understands their meaning. It therefore comes as almost a shock to realize the great extent to which the meaning of these words utterly escape preschool minds. The preschool child thinks concretely and can only comprehend what can be seen, touched, tasted, felt and smelled.

Comprehension of abstract concepts and the ability to put oneself in another's place does not usually come until school age. Although there are preschool exceptions, these are usually sporadic and involve



Older children can help younger children acquire new skills.

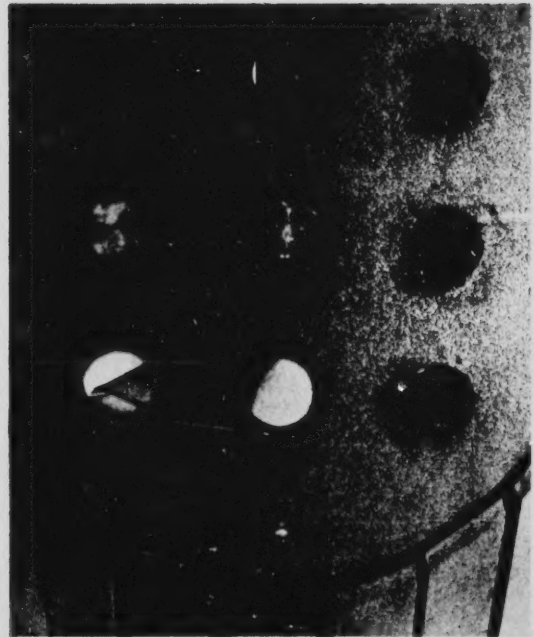
girls helping younger children. Sometimes a preschool child (usually a five- or six-year-old) will suggest a solution to an altercation between two other children in terms of a change of roles in play. These early manifestations of spontaneous kindness and fair play, however, although demonstrated in action, would not be understood by the children who demonstrated them if such concepts were presented in the traditional abstract words.

Bibliotherapy. It may be found that preschool material, particularly that intended for the Sunday School, will use abstract words in abundance. Fortunately, concrete words or demonstrations may be substituted for many of them. Others may simply have to be eliminated by the enlightened teacher.

The emotional effect of whole lessons on the child may or may not be what is intended. A traditional method of moral education is the telling of hero stories. These stories can be exciting for children if the hero or heroine is doing something that they have either done or may soon be able to do. Yet the hero in these stories is often depicted as doing something that only a rare adult would be able to do. The common story of a child risking his or her life to save the life of another child, when told to preschool children as yet incapable of putting themselves in another's place, can make them feel guilty and inadequate. On the other hand, lessons in sharing, such as the little boy who shared his loaves and fish so that Jesus could feed the 5,000, are highly appropriate. Even if children are not yet ready to share voluntarily, there have been many examples of group sharing in the family or at school, and sharing is a less threatening ego adjustment than complete personal sacrifice.

Guidance Approaches. When a behavior model punishes a child, the child identifies with the model and punishes himself within his own mind by feeling guilt for having committed the forbidden act. Punishment or shaming that is too severe will cause the punishing adult to cease to be someone the child feels is worth emulating, and instead of feeling guilty, the child will resolve to get away with the same act the next

The ability to share is
a large step toward inner-
directedness.



time. Thus punishment, like salt, is most effective when lightly and sparingly administered. Inner-direction is encouraged if a brief explanation is always given: e.g., "We have to put the bikes away because you crashed them again and they will break if we keep doing that."

To many the opposite of punishment is praise, and quite a number of books and articles advocate saturating the child with praise as one would liberally water a flower--assuming that this will make his personality blossom. But praise, like candy or small gifts, is an outward reward, and to work for any kind of outward reward is to become other-directed, not inner-directed.

Providing Activities. A preschool where a variety of interesting activities can be freely chosen will automatically furnish children with the intrinsic rewards of joy in learning and self-expression and pride in accomplishment. Too much praise or undeserved praise given the child not only prevents the development of disciplined skills and joy

in rigorous workmanlike effort on projects, but also prohibits his realization of rudimentary moral and social idealism which takes place when he performs unnoticed and unrewarded acts of kindness.

A variety of interesting activities is important in any preschool program.



The age range of three through five is pivotal for the turning of the child from complete self-centeredness to the beginnings of cooperation and helpfulness. Ideally this is accomplished in action, but, at the very least, there should be opportunity for informed observation prepar-



Young school-aged children are often able to work cooperatively toward a common goal.

atory to action at school age. Due to neglect or abuse, many children remain self-centered throughout life. Some of these become "juvenile delinquents" or "wayward youth" as teenagers. Others suffer from various neuroses and psychoses.

According to Sigmund Freud, father of psychoanalysis during the last century, an infant's mind and emotions are a mass of chaotic primitive needs and drives, which he termed the "id." Even during infancy, however, a parent's loving attention and affection, particularly when spent playing with the baby, produces emotional bonding between parent and child, and enables the child to adopt the parent as his first behavior model.



Emotional bonding is achieved through acts of affection.

As the young child models the behavior of the parent, the "superego" is slowly and haltingly formed a conscience with stringent moral demands. The personality (or ego) unconsciously balances the demands of the id and superego choosing the demands of the id at one time and the superego at another.

Many others with psychiatric training, such as Eric Erikson, accept the id, ego and superego explanation of emotional development. However, Erikson, Jean Piaget, Lawrence Kohlberg and their followers are most interested in the ego's progressive changes as it is engaged in social interaction. This they chart in progressive stages. Major researchers agree that the preschool years are ones of concrete and egotistical reasoning and emotional reactions. Freud and Piaget believe that children at this age obey because they identify and respect their adult arbiters. Kohlberg feels that they obey not out of agreement, but because of adults' superior physical strength.

A young child's relationship with the adults around him is a very important aspect in emotional development.



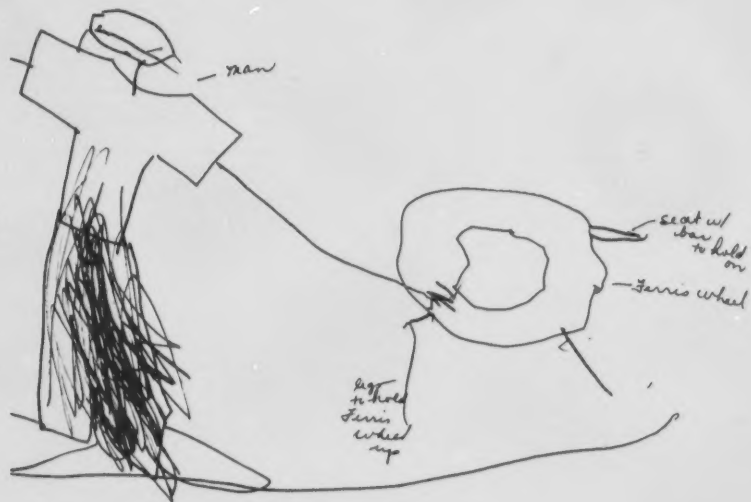
Eric Erikson proposes that there are eight stages in the life of each person. The first three, covering infancy and the preschool years are:

- 1) basic trust vs. basic mistrust
- 2) autonomy vs. shame and doubt
- 3) initiative vs. guilt

In the first stage, the baby must sense that his caretakers know what they are doing and there must be a basic consistency in the care given. The next two stages emphasize the importance of the child feeling secure in his own ego development and free to explore his environment without the undermining experiences of too much punishment, shaming or belittlement.

A little boy said upon first walking into a nursery school, "Look . . . these are ugly pictures that the kids did!"

All children
should have the
right to express
their individuality



"Why, they're pretty pictures, Bobby," his mother replied.

"We're allowed to make ugly pictures here if we want to!" the teacher joyfully declared. Freedom to make mistakes and to be deliberately different is a prized social attribute to have in any preschool, or wherever children are together in groups.

The basic essential to healthy child development is not that we love our children, but that our children feel loved. Children of enlightened parents, and in enlightened school settings, often question

the sincerity of the love that adults give them solely because of "the naming question." Young children feel that names are magic in that they somehow have a power of their own and are essentially part of the person or object so named, rather than an arbitrary designation. (A rose by any other name would not smell as sweet to a child aged 3 - 5.) Therefore, when a child is called clumsy, stupid, a coward, etc., he incorporates these names and descriptions into his self image in a far more powerful way than an older child or an adult would. (However, adults and older children also incorporate labels far more readily than is generally realized because no stage of emotional development is completely left behind.)

Good global designations can be equally threatening. Many a parent has complained that his or her child will misbehave right after being told how good the child has been and how proud of him the parent is. This is because a child, when praised in lavish general terms, will think of the first exception to those terms, whether it be a recent unfulfilled wish to misbehave, an undetected misbehavior or a negative thought toward someone. Then, in order to relieve the guilt felt for the shame of being thought a "good girl" or a "good boy", there will be an unconscious but irresistible urge to misbehave and conform to the image that the child has of himself (that of "imperfect girl" or "imperfect boy").

It is doubtful if global designations are ever justified. A safer way to praise and scold has been recently advocated, most prominently by Haim Ginott in Between Parent and Child, 1965 and in Teacher and Child, 1972. This method of discipline scrupulously avoids global names and designations for the child, or the use of any emotive words to describe the child's person; but emotive words may be used to describe physical objects or the child's behavior. Following are some examples.

Praise - "That's great, Cathy, you put the knives and forks on the table in perfect order!"

Correction - "Mary can't hear the television when you play policeman inside. Why don't you play it outside?"

Expression of anger - "When I still see these doll clothes on the floor after five days, I feel like sewing them together and using them for dust rags!"

Heat radiates from the sun, just as behavior comes from human beings. But the heat rays are not the sun, and a person's behavior is not the person. When a person's behavior and his soul are thought to be one and the same (bad behavior = bad person; good behavior = good person), that person will live in constant fear of losing his entire reputation with every mistake. The threat and burden of complete judgment based on a single strand of behavior (or even a series of strands) is more than a small child can bear.

"Bad behavior" does not mean "bad person."



As in Christianity there is an expressed consciousness of the necessity for secure inner integrity in the major world religions.

Valuing, the conscious prizing, defending and living of deliberately chosen values, does not begin to take place until middle childhood. But permanent choice of strongly cherished values cannot take place when habits of emotional and intellectual honesty are not established during the preschool years. Perhaps most adults impede a child's progress in this area, however, by assuming that to be polite one must sometimes express the opposite of what one feels. A typical example is the command, "Say that you are sorry!"

Emotional and intellectual habits should be established during the preschool years.



When the above example is given by a parent to the child when he has wronged another child, the initial child who caused the wrong may assume an incorrect position. He in turn may then in the future use the words, "I'm sorry" without thought, such as when he might again

injure another child. Without a feeling of true sorrow, he utters the words he has been taught with the full expectation that social peace will be restored forthwith.

Problems that seem unimportant to an adult can often seem overwhelming to a child.



So it is that a nursery school teacher finds a puzzled child wailing, "I said 'sorry' and Joey still won't play with me!" Another common practice is to insist that children say that they like everybody, or insist that they directly deny the dislike they have just expressed for a person, thing or activity.

The act of belittling a problem that a child represents to an adult in good faith can be as detrimental as insisting upon outright denial or change of a statement of opinion. To point out that a problem really isn't as bad as a child thinks it is, especially when he is in a highly emotional state, will not teach him to deal with

life more realistically. The import of a problem is a completely subjective matter, and is therefore to be taken at face value. The same child would probably not consider a problem of the adult whose help he sought to be as significant as the adult finds it to be.

Complicated areas of traumatic concern in early childhood include birth, death, divorce, handicaps and natural disasters. The traditional advice of sex educators to only answer the questions the child asks can be applied when dealing with any complex or open ended subject. Children actually adjust to the imponderables of life not so much through questioning as through acting out puzzling or disturbing events in play. This is one reason why a great deal of free informal role play is necessary in any preschool program. No matter what its philosophy or the nature of its more structured activities, it is imperative to have stimuli, such as props, equipment and material and time planned as a part of the living-learning environment that will foster role playing.



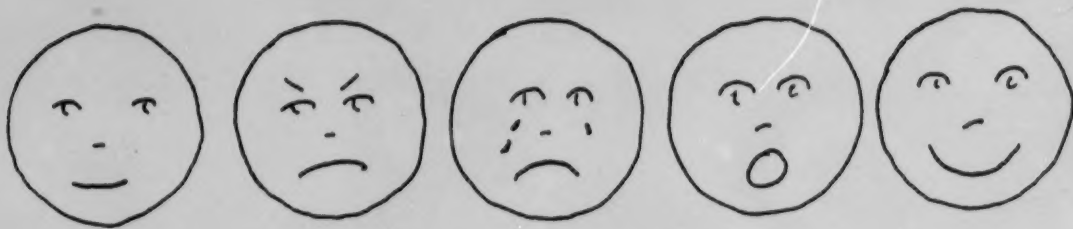
Time and appropriate equipment should be readily available for free, informal role-play.

A great deal more research needs to be done in this area. The following guidelines and activities in the social, emotional and moral developmental areas for the preschool child are presented to help parents and teachers prepare the living-learning environment so children become more inner-directed in their present and future lives.





EMOTIONAL DEVELOPMENT



EMOTIONAL DEVELOPMENT

Skill

Activity

The child should be able to:

- A. Express an increasing variety of emotions.

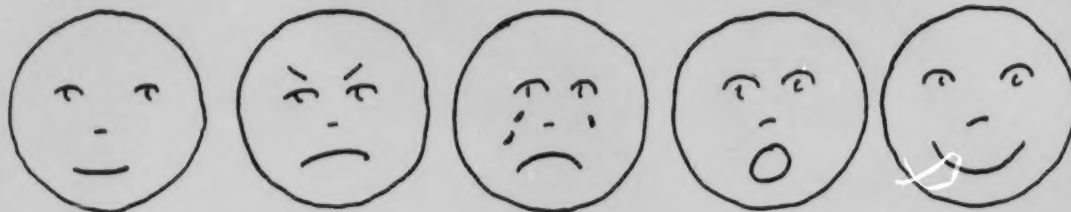
LEVEL I

1. Nonverbally expresses primarily anger (tantrums) and secondarily fear, sadness, joy, jealousy, disgust, affection, shame and interest.

1. Children paint pictures when they are in various moods. Teacher cuts them into angular shapes and hangs them from mobiles.



1. Hold up pictures of animals (or observe real animals) and discuss and demonstrate how each moves. The children then move like each animal. Hold up a picture of a child, and have the children then move as they wish to show the contrast between children's movements and animals' movements. Have this be the high point of the game. Variation: Lay pictures face down, have each child take one in turn and do the movements of the animals in the picture.



EMOTIONAL DEVELOPMENT

Skill

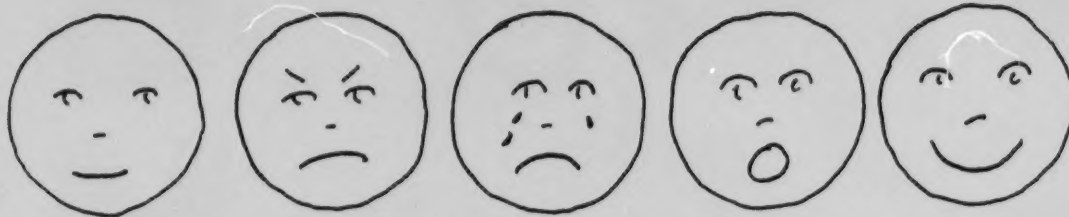
Activity



LEVEL I

2. Behaves primarily at the prompting of impulses arising from body feelings due to sensory experiences and from curiosity.

1. Have the child draw a picture or do a sculpture of the emotion he feels at the moment. He can do this even if he cannot verbally express it.
1. Children put up flannel happy or sad faces on flannel board to show how they feel that day.
1. Label emotions when talking to the child, e.g., "What a happy face you have today!" "Doesn't she look surprised?" or "Amy looks sad because she just fell down." When referring to the emotions of the child you are addressing use a mirror as often as possible to show him the expression on his face.
2. Prevent a high noise level from becoming overstimulating to susceptible children. Keep groups small. Give access to the out of doors as often as possible. Make quiet corners of the room always available.



EMOTIONAL DEVELOPMENT

Skill

Activity

LEVEL I, III

3. Laughs in response to unusual physical actions of his own or others, in imitation of the laughter of others, and in connection with teasing or the performance of forbidden behaviors.

LEVEL II

4. Thwarts his own desires mainly out of a desire to please his parents and to avoid punishment.



4. Have the children stand in a line with you a few feet away from them. Call a child's name and have this child walk or run toward you until you say "Stop!" When you say "Go!" he may walk or run the remaining distance to where you stand, Give him a hug or pat as a reward, and repeat with another child in the line, continuing in turn until all the children have done this.





EMOTIONAL DEVELOPMENT

Skill

Activity

LEVEL II

5. Talks about himself, in terms of a photograph or mirror image of himself, male or female references, and pointing to body parts.

5. Trace around the child's body. Have him color or paint it. Encourage him to recognize the various body parts, but do not expect complete accuracy.

5. Children act out the following poem, as it is read in a strong joyous voice:

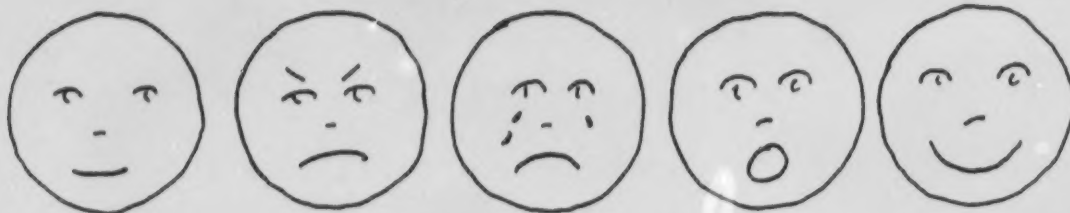
I'm me, I'm me
Proud as can be!
Look the world over
And you will not see
A person who fits
Exactly my size
Or just the same nose
Or just the same eyes
From the hair on my head
To my wiggly toes
Everyone knows
... I'm Me!

Imogene Forte
Joy MacKenzie

LEVEL II

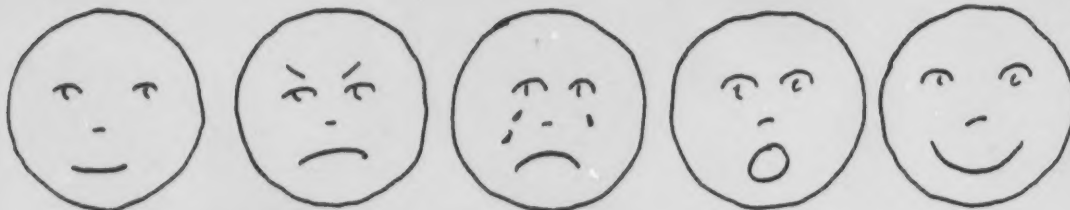
6. Expresses fear of dark places and unfamiliar things.

6. Read Bedtime for Frances by Russell Hoban. Pause after Frances encounters each new fear and discuss the children's own fears of the dark and other bedtime apprehensions.
6. Look at Cat at Night by Spear Kahlov, a picture book, on the overhead projector. Thoroughly discuss the nighttime shapes, thus demystifying them.



EMOTIONAL DEVELOPMENT

Skill	Activity
LEVEL II 7. Expresses internal states when they are present (sleepy, cold, hungry, thirsty, hurt, etc.) LEVEL II 8. Stutters when excited, if so prone. LEVEL II 9. Rebels against authority. LEVEL II 10. Distracts from his present occupation with great difficulty. LEVEL II 11. Becomes upset by changes of routine because details are important to him. LEVEL II 12. Clings to a familiar person or object when he feels insecure. LEVEL III 13. Uses the word <u>I</u> as his most common pronoun.	7. Those that wish can design grumpy T-shirts; designs or pictures on T-shirts that express grumpy feelings. 10. Tell the children about a change of activity about five minutes before the change, then help them put away toys or do other concluding tasks when the change takes place. 11. Children draw pictures on a poster of the notable events that took place that month. 11. Role-play changes of routine before they take place. 12. Staff members should take personal business leave days only when the year is well under way, and the same substitute teachers should be called for as many days as possible. 13. Children can celebrate their attachment to their own names by knowing them written on signs

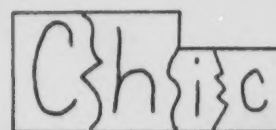


EMOTIONAL DEVELOPMENT

Skill

Activity

around the room, making giant puzzles of their name, and simply being called by name whenever spoken to by the parent or teacher.



LEVEL III

14. Expresses insecurity about adult displeasure or withdrawal of affection.

14. One child plays the mother and another plays the child and then they switch roles. Set up a role play situation involving adult displeasure. Ask each child how it felt to be the adult or the child after each role-play.

LEVEL III

14. Acts upon conflicting motives for independence and dependence.

14. Watch for small emotional signs in the child's behavior which signal when you should be nurturing and affectionate and when you should push him out into the world.

LEVEL III

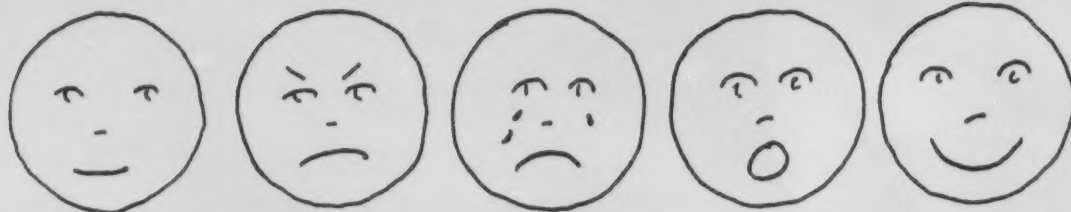
15. Makes demands and gives commands in a highly willful state.

15. When a calmer state is reached, role-play the situation using the formerly willful child and another child and reverse roles. Then discuss the validity of the demands.

LEVEL III

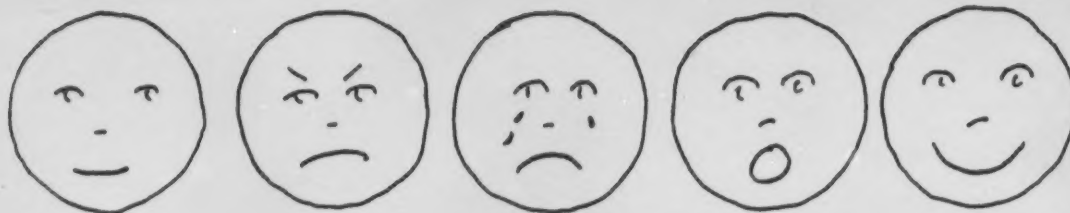
16. Identifies with his parents by imitating their actions.

16. Provide a wide variety of role-play costumes and equipment kits. (See Appendix)



EMOTIONAL DEVELOPMENT

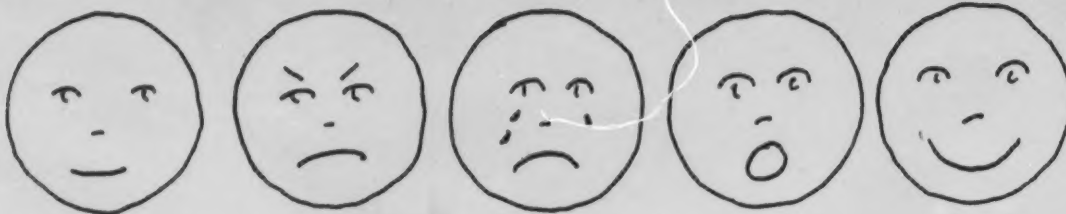
Skill	Activity
LEVEL III 17. Fears, in decreasing order, active animals, unusual appearing people, noise, strange objects, bodily harm, pain, sudden movement, and other objects peculiar to their own fears. LEVEL III, IV, V 18. Expresses fears through dreams. LEVEL III, IV, V 19. Physically attacks those who anger him.	16. Play and sing "Here We Go Round the Mulberry Bush," adding contemporary household chores to traditional ones. 17. Put pockets on a large poster board or wall cloth, into which pictures of scary scenes, animals and objects can be put. Label the board, "Sometimes I Am Afraid Of..." 18. Read <u>Where the Wild Things Are</u> by Maurice Sendak. 19. Encourage words to substitute for hitting and shoving. Do not be too fussy about the fact that the words may be shouted. 19. Read <u>Grumpy</u> by Joyce King and Carol Katzman. I wonder why I'm tired out and dragging at my feet I wonder why I'm grumpy and unkind to those I meet I wonder why I didn't know the answers on my test I wonder why I didn't want the sandwich I like best I wonder why I shoved my friend when he got in the way I wonder why I don't feel good about the world today



EMOTIONAL DEVELOPMENT

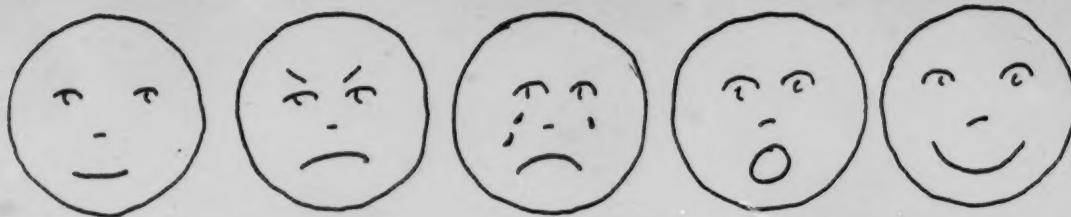
Skill	Activity
LEVEL III 20. Expresses affection, jealousy and other common interpersonal feelings toward others. LEVEL III 21. Expresses camaraderie with peers over a sustained period of time. LEVEL III 22. Increasingly resists the wills of adult caretakers.	20. In an appropriate manner, adults should model open expression of feelings in forms comprehensible to the child, even when these feelings are linked to complex situations (such as death). 21. Arrange for small groups to visit the homes of some class members. Try to provide an ethnic and social class mix. Read <u>Papa Small</u> by Lois Lenski. In discussion, positively compare the various families visited for size, age and roles of family members, etc. 22. Try to provide a variety of caretakers, as different ones will handle different situations with greater aplomb. This is one way in which the extended family is an advantageous living arrangement.





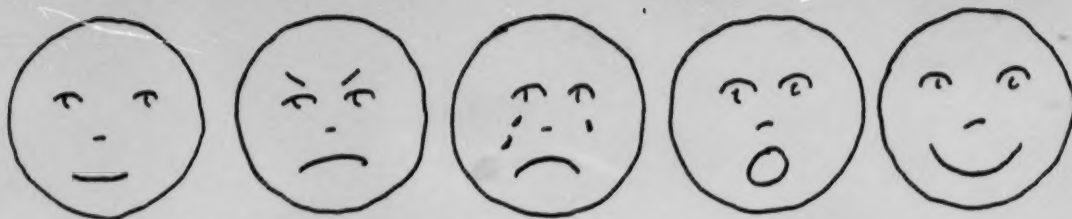
EMOTIONAL DEVELOPMENT

Skill	Activity
LEVEL III 23. Releases tension mainly through physical activity. LEVEL III 24. Laughs during social contacts with peers. LEVEL III 25. Laughs more often over socially unacceptable behavior than over motor performances. LEVEL III - IV 26. Controls behavior when adults tell him explicitly what they want him to do and consistently enforce this. LEVEL III - IV 27. Tenses face and body when he breaks a rule. LEVEL III 28. Orders himself to stop a forbidden action, giving the order aloud. LEVEL I -V 29. Repeats an activity more for emotional satisfaction than for mastery, although mastery is also important.	23. Take turns acting out emotions and having the other children guess which ones they are. Use of a full length mirror can help the actors in this process as long as they face the audience part of the time also. 24. Use puppets, masks and funny looking costumes for humorous informal plays. 25. Point out the sadness as well as the humor in such situations. 26. Rehearse all out-of-routine procedures before they take place (such as field trips). 27. Read a young child's version or give a play or puppet show of Pinocchio. 29. Schedule some completely unstructured free play each day.



EMOTIONAL DEVELOPMENT

Skill	Activity
LEVEL IV 30. Laughs at cognitive incongruities such as a disproportionate figure. LEVEL IV 31. Seeks peer companionship for emotional support and satisfaction. LEVEL IV 32. "Shows off" and asserts himself over others for self realization.	30. Have the children take turns telling the jokes they have heard. Making a collection of these on tape or in written form is valuable because it is one of the first forms of folklore to appear in childhood. 30. Make crazy hats and have a crazy hat show. 30. Celebrate Wacky Wednesday by dressing in a wacky manner and doing wacky things all one Wednesday. 31. Help the child write letters to a best friend who has moved or write to friends in the former home town when he has moved. Be sure to include photographs if possible. 32. 



EMOTIONAL DEVELOPMENT

Skill

Activity

LEVEL IV

33. Selectively pays attention to certain aspects of objects but the selectivity is not based on the object's utilitarian or aesthetic value according to conventional adult judgment.

32. Giving the child a dog or cat of his own will provide a socially acceptable outlet for his behavior.

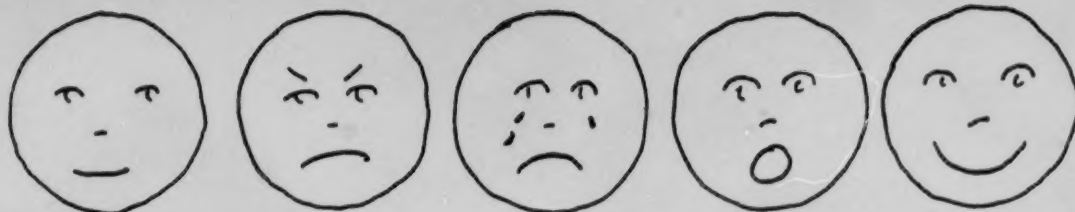
33. Let the children dictate experience chart descriptions of objects or observed events and see how the emphasis in these changes over the years. (Holidays such as Christmas motivate even the youngest child to tell a short sentence.)



LEVEL IV

34. Controls his own attention span long enough so that he can become interested in something if it is presented and explained to him.

34. For such lessons, telling is usually better than reading and use of more concrete materials is usually better than use of pictures.



EMOTIONAL DEVELOPMENT

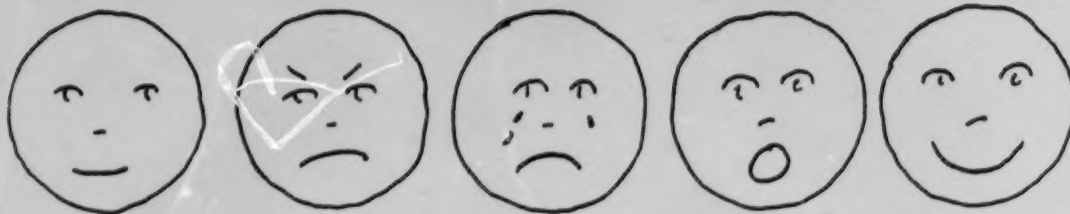
Skill	Activity
LEVEL IV 35. Expresses emotions in drawings and the things he makes.	35. Ask the child to tell you about his drawing in an open-ended way, rather than saying, "Oh, that must be ____." (See child's art, page 33.) 35. Read <u>Spectacles</u> by Ellen Raskin. Then give each class member a pair of tag board rims that he can decorate with magic markers. They can add colored cellophane behind each hole.
LEVEL IV 36. Fears things in the environment less, but still has a great fear of things in frightening dreams.	36. Read parts or all of <u>The Wizard of Oz</u> by Frank Baum.
LEVEL IV, V 37. Fears things that might actually harm him and almost never has unrealistic fears.	37. Go on a Hazards Hike, finding safety hazards around the home or school and correcting them. 37. Review fire, police, tornado and other safety procedures. Have a policeman or policewoman talk to the class. Visit the fire station.
LEVEL IV, V 38. Verbalizes his emotions, accompanied at times by stomach upsets, loss of bladder and bowel control or other bodily reactions. These spontaneous verbalizations are often misunderstood by adults to be calculated challenges to their authority.	38. Within the limits of strong personal convictions, only set limits on actions, not words.

This is the oldest grandfather in the world.
He is in the ground. He is in the ground because
he is hiding from a rabbit that bites. The
grandmother died like my daddy's grandma did.

David
5/1/80

-legs

-head



EMOTIONAL DEVELOPMENT

Skill

Activity

LEVEL IV

39. Physically aggresses to express emotion; this aggression is accepted by children for what it is, but adults often attempt to stop it, viewing it as calculated aggression.

LEVEL IV

40. Expresses intense but short-lived emotions with contrasting emotions often following one another, such as acting silly following intense rage.

LEVEL IV

41. Plays with an imaginary companion or companions.

LEVEL IV

42. Expresses ideas that are based on personal experience and which may be partly fact and partly fantasy.

LEVEL IV, V

43. Takes part in dramatic play.

40. Express sympathy and other emotions that show concern to the child, but do not prolong his emotional states by more comments than are necessary.

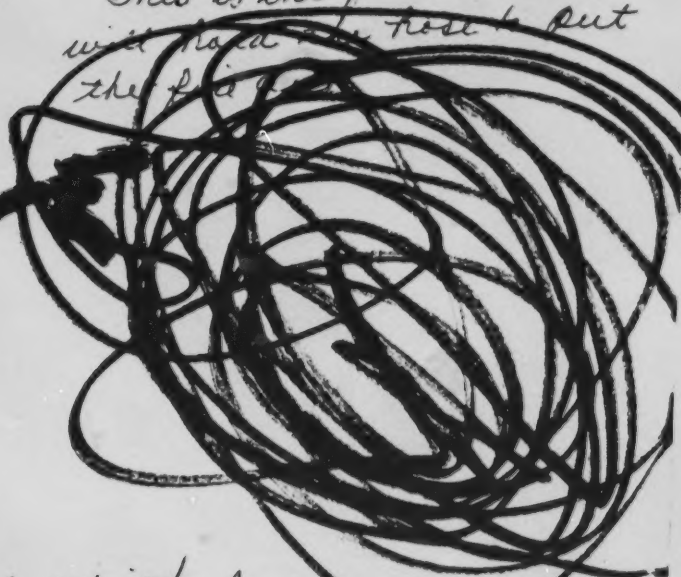
41. Tape record the child's comments about or conversations with these friends, being sure to get the friends' names. These form rare and precious childhood memories. (See child's art, page 35.)

42. Tell stories without endings and have the children dictate the endings they desire.

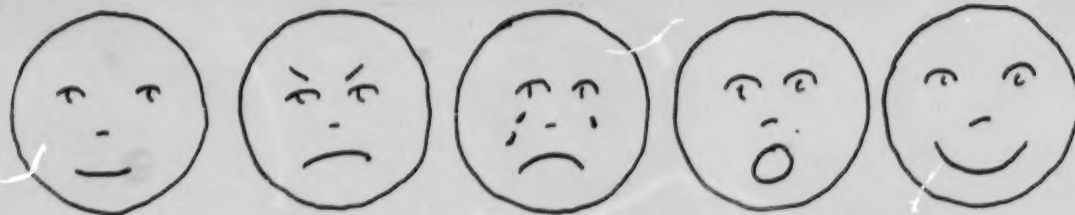
43. Have children dictate short skits and then perform them. Word perfect memorization is not important.



— This is the fireman. He
will hold the hose to put
the fire out.

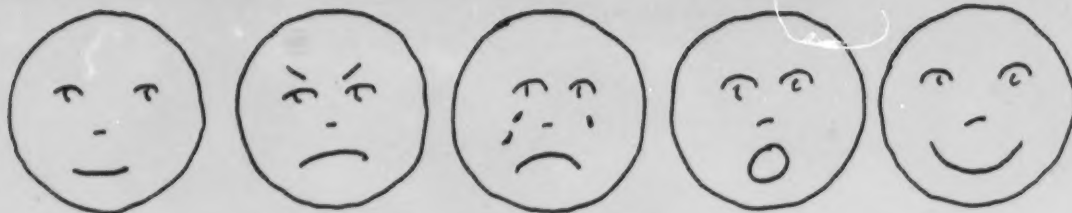


I did it! I did it! I made a fire
hose. The fire hose is trying to put a
fire out. The water is coming out. The
black dots is skin.



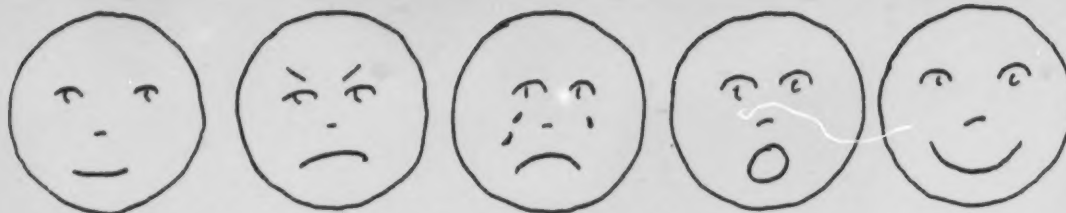
EMOTIONAL DEVELOPMENT

Skill	Activity
LEVEL IV 44. Boasts and tells tall tales as part of striving to be an adult rather than as an expression of self-centeredness. LEVEL IV, V 45. Shows concern for others. LEVEL V 46. Controls his own impulses frequently. LEVEL V 47. Plays adult roles in dramatic play more than others because he sees adults as the initiators of lifes mysteries. LEVEL V 48. Laughs at statements which are obviously absurd in a single meaning context. LEVEL V 49. Acts upon a strong and obvious need for adult approval. LEVEL V 50. Strives for self-realization (needs to compete, to strive and to achieve). LEVEL V 51. Increasingly bids for dominance, if a boy.	44. Tell tall tales from American folklore. 47. Improve childrens' cognitive skills by organizing activities concerning community workers into functional groups in relation to the children.



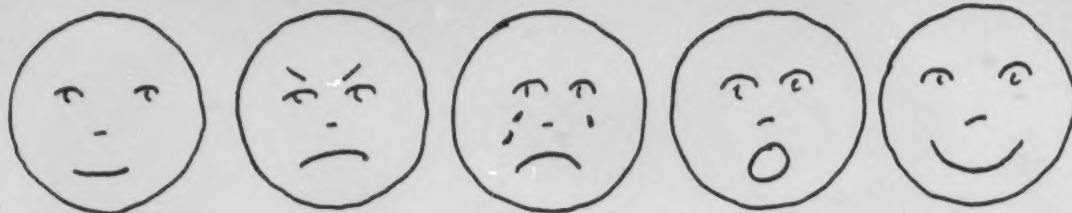
EMOTIONAL DEVELOPMENT

Skill	Activity
LEVEL V 52. Acts to express a high interest in other people in play, conversation, and all other aspects of life.	52. Mount a photograph or drawing of each family represented in the class on a card. Play Family Lotto by having children match the duplicates and tell how their families are alike and different from the ones on the cards they are matching. 52. Invite a mother and an infant to class and have the mother show how she cares for the baby; feeding, diapering and bathing. 52. Using a children's cookbook, cook and eat together recipes of the childrens' choices.
LEVEL V 53. Dreams fearsome dreams now more than at any other period in childhood.	
LEVEL V 54. Controls his emotions now better than in earlier childhood.	
LEVEL V 55. Moralizes on how things should be as an expression of emotion.	
LEVEL V 56. Behaves in a more poised manner.	56. Let the children grow and manage vegetable gardens with garden responsibilities being put on the Helper's Chart each week. Cook and eat the vegetables together.



EMOTIONAL DEVELOPMENT

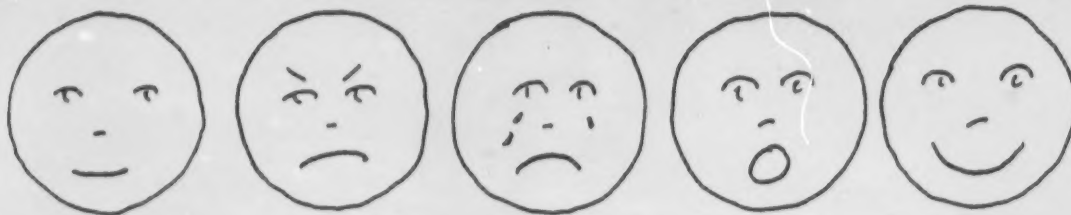
Skill	Activity
LEVEL V 57. Especially controls public expressions of fear and affection if a boy. LEVEL V 58. Especially controls public expressions of anger if a girl. LEVEL V 59. Muscles spasm (tics) if emotional control is excessive and unable to be expressed verbally or physically.	57. Class learns the song "Whistle a Happy Tune" from <u>The King and I</u> Rogers and Hammerstein musical (a song about handling fears). When ever I feel afraid, I hold my head erect and whistle a happy tune so no one will suspect I'm afraid. 59. Encourage emotional expression through the child's favorite activity, such as art, carpentry, or an individual sport. 



EMOTIONAL DEVELOPMENT

Skill	Activity
LEVEL V 60. Expresses shame or guilt over failure of behavior or achievement. LEVEL V 61. Reflects longer before action. 61. Waits longer for a reward, a change of activity, etc. LEVEL V 62. Tells fewer tall tales than the previous year. LEVEL V 63. Accepts rules in his play, except at times when he is concentrating on his own wishes. LEVEL V 64. Accepts in action about 80 percent of the common behaviors that he will accept as an adult.	60. Positive encouragement can be given without denial of a reality of truth. For example, "You're really trying, Stephen. One of these days you're going to get that knack." 64. Add new dolls and puppets to encourage solidification of these behaviors through play and role-play.





EMOTIONAL DEVELOPMENT

Skill	Activity
LEVEL V 65. Decenters his emotions enough to understand that what another person might feel in a particular situation might not necessarily be what he would feel. LEVEL V 66. Sees himself as a person with genuine self-consciousness.	65. Add role-playing kits to the standard collection of house-keeping and dress-up items. The children and you think of a role, and collect items for that role. The collection of items for each role goes in a separate box. For sample role-playing kits, see the Appendix. 66. Each child pretends he is talking through a magic tube (really a tape recorder) to his great-great-great grandson or great-great-great granddaughter. He tells what he considers are the three most important things about himself.





SOCIAL DEVELOPMENT

Skill

Activity

The child should be able to:

- B. Conform to reasonable parental, school, societal expectations.

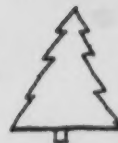
LEVEL I

1. Imitates behavior and remembers through repeated imitation.

1. Children sit in a circle. Say, "I know a helper (friend) whose name is John, where is John?" John stands up. All the children clap their hands for John. John sits down. Continue until all the children have participated.
1. Distribute large outline copies of three faces and encourage the children to paint them and also imitate their expressions on their own faces.



1. Gas station role-play (block play variation): Using blocks with strings for pumps and toy trucks and cars, encourage one child to be the driver and another the attendant.
1. Have weekly fire drills and bi-weekly tornado or earthquake drills, depending on geographical area. Make a trip to the fire station early in the year.



SOCIAL DEVELOPMENT

Skill

Activity

1. Make a tape recording for each child of his address and telephone number. Leave space on the tape for him to say it after you. Have him practice his address and telephone number frequently, with an appropriate extrinsic reward given after each practice.



1. Model to the children only those behaviors that you would like them to imitate.
1. Work with children in a clean-up operation, because they are not mature enough to complete it by themselves.
2. Mother cat (adult) curls up "asleep" in the middle of a circle of children. Kittens (children) crawl away while adult is saying:

LEVEL I

2. Either stops or more vigorously continues an action when an adult says, "No!"



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL I

3. Responds to adult approval or threat of punishment if his full attention is first conscientiously sought by the adult.

LEVEL I, II

4. More readily responds to redirection of behavior than to approval or threats.

"Mother cat and kittens were fast asleep one day.

The mother wanted to sleep, but the kittens wanted to play.

So they got up, oh, so softly, and walked away.

When the kittens have scattered, the mother cat calls "meow" and the kittens come back to her calling "meow" as they come.

2. Be able to quickly introduce new activities to children who are beginning to be disruptive.
3. Correct the child individually and not in front of peers.
3. Children are taught in simplest terms and through illustration what proud means. They act out or draw something they have done since yesterday of which they are proud.
3. Take small bags and go on a litter walk, picking up trash as the group goes.
4. Make sure that there are activities available through which each child can achieve.
4. Display large, simple pictures of babies doing various things such as smiling, eating, playing with a rattle, etc. Sing, "Did You Ever See a Lassie," substitute



SOCIAL DEVELOPMENT

Skill

Activity

"Baby" for Lassie, and imitating one of the pictures when you sing "go this way and that." Let the children guess which picture it is.



LEVEL I

5. Behavior is modeled by rewards if they are immediate and directly gratifying.

LEVEL I

6. Waits for an event for an extremely short period of time.

5. Provide plenty of sex-typed toys for all children and do not state that girls should play with girls' toys and boys should play with boys' toys.
5. Children should bring their favorite blankets and toys from home to sleep with and play with until they no longer need them.
6. Keep groups small and maintain quiet corners for individuals and groups to look at books or



SOCIAL DEVELOPMENT

Skill

Activity

do special projects. This prevents the emotional overstimulation of some children.



LEVEL II

7. Vigorously resists behavioral conformity.

6. Avoid waiting periods whenever possible. Having to take turns on a toy is to be avoided at this age unless absolutely necessary and then the turn should be long.
7. Paint huge novelty-type bodies on large pieces of cardboard with holes cut out for head and hands. Children can put their heads and hands through the holes and move them as they wish.
7. Start a "grumpy corner." Decorate it with pictures the children have painted when in grumpy moods. Children can be encouraged to sit on small pillows in the corner when they have grumpy moods.



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL II

8. Ceases an action to the command of "No!" or "Stop!" or does not but also does not increase the intensity of what he is doing.

8. Try to insist that having an adequate supply of highly popular toys such as tricycles be a priority consideration for the school budget.



LEVEL II

9. Action is effected by the word bad but not by the word good.

9. Do the same routines with dolls as you do with the children - they will start acting out their daily joys and problems using the dolls.

LEVEL I - IV

10. Imitates self and others, particularly if the action is rewarding for self or others.

10. To the tune of "Here We Go Round the Mulberry Bush," sing "This is the way we pick up our toys, pick up our toys, pick up our toys," with you and the children picking up



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL II

11. Practices imitated actions repeatedly in order to learn them.

LEVEL II

12. Sometimes thwarts his own desires in an effort to please his parents or to avoid punishment.

LEVEL II

13. Makes reference to others' things as his and hers without comprehending the concept of maleness or femaleness.

toys as you sing. Do this with any room maintenance activity with which the children can help.

11. Play "Simon Says" with the following variation for younger children: the child who imitates Simon's action when Simon says is not out but only takes one step backwards and continues to play the game. The last person left on the front row is the winner.

12. Simply paying attention to the child will increase his imitation of modeling behaviors.
12. Have one adult free to move about the room at any time, thus moving near to a child who seems about to misbehave. This is often enough to stop the misbehavior.

13. Attach small cards with pictures of grooming items (combs, brushes, etc.) on them to the center rod of a lazy Susan. Give each child a box containing the same items. Have the children match their items to the card nearest them after the lazy Susan has spun around a couple of times. The child then demonstrates how to use the item.



SOCIAL DEVELOPMENT

Skill

Activity

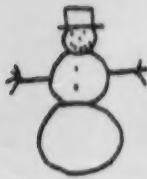
LEVEL III - IV

14. Imitates behavior frequently or infrequently depending on how rewarding the model is.

13. Make a chart for each child with a vertical row of small pictures of grooming items and horizontal rows for stars, one extending to the right of each grooming item. Give the child a star every time he uses the grooming item in the picture.

14. Bring a variety of guests into the classroom representing as many occupational, age, and other groups as possible. Many people visit the building in the course of the day and might not mind spending a few extra minutes in your room: e.g. plumbers, electricians, carpenters, etc. Whenever applicable, always have them wear uniforms and bring tools.
14. Take a single child or small group of children to see the guest in his own vocational setting. Go through actual craft with child(ren).





SOCIAL DEVELOPMENT

Skill

Activity

LEVEL III - IV

15. Either prefers sex-typed toys or continues to play without showing sex-type preferences.

14. Child who is It says "Today I will . . ." and then acts out some common activity showing kindness to someone. The other children ask what the activity is with questions that can be answered "Yes" or "No." The person who guesses the activity becomes It.
14. Ask the children, "Would you like . . ." several items making a list of "yes" responses before selecting extrinsic rewards to be used for desirable behaviors.
14. Intersperse songs, fingerplays, exercises and games between read or told stories and let those children who wish leave the group and do another activity since attention spans and degrees of restlessness vary greatly even within same age groups.
15. The group creates a shopping center with shoe box stores and pictures of articles to be sold put inside, after they have been drawn and cut or cut out of magazines.
15. Put a box or bag full of items that can be used to be helpful in the center of a circle of children. (Examples of items: a dish to feed a pet, a toy broom to sweep the floor, items for setting the table, dustcloth for dusting, dishtowel for drying dishes, greeting card to mail



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL III - IV

16. Uses language to effect social relationships; this is more true of socially advantaged children.

to someone sick.) Children take turns selecting items from the box or bag and pantomiming a kind or helpful act with the item. Between each act, the group circles the actor singing to the tune of "Farmer in the Dell,"

A helper I will be,
A helper I will be,
There's work to do,
There's work to do,
A helper I will be.
A helper I will be,
A helper I will be,
There's work to do,
There's work to do,
In our family.

The audience guesses what act of kindness was pantomimed and the child who guesses gets to be It next.

16. Make story masks, which are rectangles of cardboard on sticks with faces of characters painted on them. In role-plays, a child can easily change characters as he holds up one to his face and then another.
16. Child makes a book about himself entitled About Me or About (Name). Pictures are drawn or colored on each page according to interest, with the teacher writing dictated titles at the bottom. A sample list of pages would be:
Me, My family, My house, My friends, Colors I like, Where



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL III

17. Remembers reactions of care-taking adults to his past behavior, and these memories influence present behavior.

LEVEL III

18. Delays gratification because of increased memory.

LEVEL III

19. Undesirable behavior is slowed by the withholding of the attention of an admired adult, but it is not affected by the withholding of the attention of an adult with whom there is a poor relationship.

I like to go, Things I like to do, My pet, Favorite stories, What I want to be when I grow up, and Friends I like.

16. Draw people, cutting out holes for their arms. Child puts fingers through the holes and wiggles them. (This is a variation of finger puppets.) Use thin cardboard rather than paper.
17. It's fun to try to be a "human crumb catcher." Eat a cookie or cracker sitting down with kids together. After eating, scoot off the chair but don't unbend, and kind of waddle slowly across the floor to an outside door or a wastebasket where you can stand up and brush off the crumbs.
18. Choose projects that have realistic assurance of success. This will increase attention span in the child and lessen distractions.



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL III - IV

20. Slows or stops an action in response to adult disapproval at the same rate as he slows or stops an action in response to adult punishment.

20. Alternate red and green see-through material on the end of a flashlight. When it is green, children move forward one step, and when it is red, they stand still. Anyone who moves at the wrong time must go back to the starting line.
20. Children stand in a row facing you. Ask each in turn to take a certain amount of steps. Child must ask, "Mother, may I?" and you say, "Yes, you may." Anyone who forgets to ask or takes the wrong amount of steps must return to the starting line. The first person to reach you is the winner.





SOCIAL DEVELOPMENT

Skill

Activity

LEVEL III - IV

21. Talks to himself, this talk gradually decreasing as preschool age increases, and the child realizes that speech is at least mainly for interpersonal communication.

LEVEL III

22. Sometimes imitates more accurately after observing a behavior than while observing the behavior.

21. Encourage the child to repeat to himself an order to stop or start an action, because then he is much more likely to do it.

22. If frequent moving of a group by line formation is necessary, vary the routine by "hopping like a bunny," "galloping like a horse," etc.

22. Do the finger play Five Little Farmers:

Five little farmers (fingers closed tightly over thumb)

Woke up with the sun,

For it was early morning

And chores must be done.

The first little farmer went

to milk the cow (make the motion of milking a cow)

The second little farmer (use index finger) thought he'd better plow

The third little farmer (use middle finger) fed the hungry hens

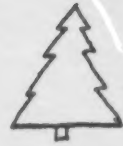
The fourth little farmer (use ring finger) mended broken pens

The fifth little farmer (use little finger) took his vegetables to town

Baskets filled with cabbages and sweet potatoes brown

When the work was finished (hands are again closed tight)

and the western sky was red,
Five little farmers tumbled into bed.



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL III, IV

23. Plays the majority of the time with one particular friend, often of the opposite sex.

LEVEL III - V

24. Conforms behavior to adult's verbal control, when the adult's words are explicit and they are consistently enforced.

LEVEL IV

25. Feels how someone else feels in empathy.

LEVEL IV, V

26. Prefers children of his or her own sex.

LEVEL IV

27. Performs well to obtain attention.

LEVEL IV

28. Performs better for concrete rewards than for verbal rewards.

24. Give a short program with about one line per child to be learned. Perform this for a senior citizens' group or, if not possible, for another grade.

25. Show children cartoon strips for the Sunday funnies. Have them express how they feel the characters are reacting from the looks on their faces, then read them the funnies to see the real situations that caused the feelings.

27. Cut a screen shape out of a wide, sturdy carton. Have the children outline the edges and draw in knobs and a channel changer. Shy children will perform behind this "T.V." that will not otherwise role-play.



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL IV

29. Increases a given behavior upon approval and decreases or stops behavior upon disapproval.

LEVEL V

30. Girls conform more to parents and boys conform more to other boys.

LEVEL V

31. Unquestioningly accepts rules laid down by adults as true and springing from benevolence.

LEVEL V

32. Accepts rules in all aspects of life but may break them if it makes it easier to reach an excessively attractive goal or if the child is in a highly emotional state.

LEVEL V

33. Reflects an often noticeable length of time before acting.

LEVEL V

34. Waits for an event for several minutes.

LEVEL V

35. Can sit and keep from moving for several minutes.

31. Have a "stick puppet factory," with assembly line. One group might make the faces, another attach them to the ice cream sticks or tongue depressors.

35. Children make a peek-a-boo house on large sheets of drawing paper. They cut out the top and bottom



SOCIAL DEVELOPMENT

Skill

Activity

LEVEL V

36. Plays without sex typing unless using sex-typed toys, in which case boys use toys sex typed for boys and girls use toys sex typed for girls. (Housework is not considered by the children to be sex-typed for girls.)

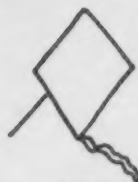
LEVEL V

37. Imitates adults of his sex.

and right lines of each window (three sides of each window) and the top, bottom and right line of the door. On another sheet, they draw indoor family scenes on each floor. They glue the first sheet on the second sheet, and PEEK-A-BOO!

36. Make a hat rack about four feet high. At the top, nail a 2" x 2" x 2" piece of wood with three coat hooks screwed into the parallel side of the wood. A large (10" diameter) tin can filled with cement can be the sturdy base. On each side of the post nail larger spikes about 8 inches apart. On this post hang different kinds of hats, such as carpenter's cap and apron, baker's hat and apron, firefighter's hat, construction worker's hard hat, police officer's cap, chef's hat, man's felt hat, straw hats, sailor's hat, golfer's hat, nurse's cap and cloak, kitchen apron, women's dress hat, bridal veil and cap, swimming cap, space helmet and scarves.

37. Try to have grandparents and/or other senior citizens visit on a regular basis.



SOCIAL DEVELOPMENT

Skill

Activity



LEVEL V

38. Responds to verbal rewards in place of material rewards if he is of a non-impulsive temperament.

LEVEL V

39. Usually conforms to adult wishes, particularly if observed by an adult.

LEVEL V

40. Controls anti-social behavior after a mild threat if socially advantaged and after a harsh threat if socially disadvantaged.

LEVEL V

41. Imitation or pantomime reinforces the memory of an event, with imitation of adult roles being the most attractive.

41. Ask the children to find out how their parents make their favorite recipes. Have the children dictate them to you and then compile a class recipe booklet.



SOCIAL DEVELOPMENT

Skill

Activity

Each child's interpretation of what he heard from his parent will not be accurate, which will add interest and humor to the versions presented. Some recipes that seem accurate and are simple enough may be made by the class as a whole.

LEVEL V

- 42. Calls an expression of emotion by its right name.

LEVEL V

- 43. Relates to family, occupational, age and sex roles appropriately.

- 43. Have the child put up pictures he has drawn or photos of the important events in his life, hanging them on a string with spaces between them. This "time line" will give the child his first sense of history.

- 43. Take occupational field trips. Most important: a field trip to parent's workplace. In addition to meeting parent's associates, time should be taken to explain the parent's job as specifically as possible. Additional field trips may include: supermarket, airport, pet shop, bus station, restaurant, bakery, police station, post office, firehouse, water plant, library, garden and construction sites.

- 43. A trip to a food processing plant is deserving of special mention. It can be linked to an earlier trip to a farm or farm study. Food processing, which is really cooking in the mass, is the easiest to understand of all manufacturing processes.



MORAL DEVELOPMENT

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

The child should be able to:

- C. Exhibit these skills associated with understanding moral concepts.

LEVEL I

1. Manipulates objects without regard to social or moral rules of any kind.

1. Do the finger play with the child.

Here's the church
(fingers interlocked, palms down)

And here's the steeple
(index fingers rise to a point)

Open the door
(keep fingers interlocked, turn palms up)
And there's all the people.
(wiggle fingers)

1. Sponge print and paint heart shapes on paper with heart shaped sponges. As the children paint, make such comments as "God loves Sally," "Bobby loves Mommy," "Daddy loves Jean."
1. Give one or two sentence reasons for behavioral requirements, e.g. "We can't throw sand. It gets into people's hair and it's hard to wash out." or "We shoot the arrow at the dart board. Be sure Laurie is not in the garage then."

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity



1. You play mother cat and curl up asleep in the middle of a circle of children. As the children crawl away, you say: "Mother cat and kittens were fast asleep one day. The mother wanted to sleep, but the kittens wanted to play. So they got up, ok, so softly, and walked away." When the children are at far sides of the room, you call "meow" and they call "meow" or "mew." Then they crawl back to you as you keep calling for them.
1. Unless announced and prepared for in advance, carry out activities in the same order each day to give the child a sense of an orderly universe. Caring for a pet or plant helps the child become aware that other living things depend on a schedule too.

Self

**Temper-
tantrums**

Obey

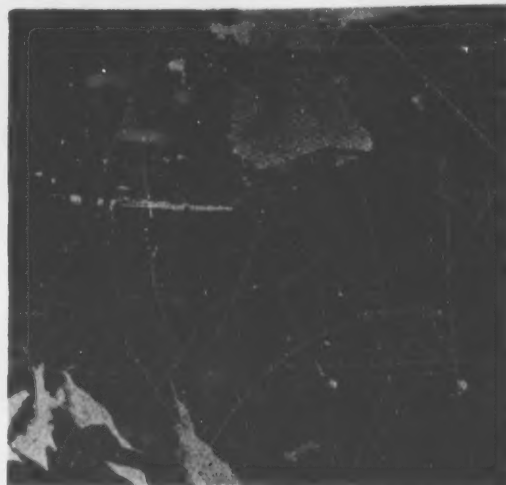
Rules

Others

MORAL DEVELOPMENT

Skill

Activity



LEVEL I -- II

2. Learns moral rules; does not view them as applying to himself in an obligatory way.

1. Play and sing the household tasks in "Here We Go Round the Mulberry Bush" adding schoolroom tasks as well.

2. Play follow the leader.

2. Do the following finger play with the children:

A spider one fine summer day
(hold left hand up with fingers
as spider's legs)

Made Miss Muffet run away.

(bring left hand toward right
hand which runs away on two
fingers)

But I sit down to watch him
spin

(put right fist in front of you
and left hand to make spider
spin a web)

A lacy web with thread so thin.

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

I wonder if Miss Muffet knew
(place hands and arms in a
thinking pose and hold for last
line)
That God made little spiders too?

2. Fair play consists in having the child who is playing with a toy first use it until satiety (taking turns is difficult at this age).



2. Try to model to the children only those behaviors that you would want them to imitate. A child will imitate a behavior more quickly if you pay individual or more than the usual amount of attention to him, or if you reward him with an object he desires. Including the child in home projects helps to attain this goal.

Self

**Temper.
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity



2. To introduce the fact that waiting, although difficult, can have its rewards, the children can put their handprints or footprints in clay, feeling the clay's softness and the hardness of a hand or footprint previously done and dried. They wait, not touching the print, but watching it harden for several days. When it has hardened, they can feel and trace the print.
2. Singing of the contrast between light and dark prepares the child to later appreciate the contrast between moral light and moral darkness.

This little light of mine
(point to candle)
I'm going to let it shine.
(point to self)
This little light of mine,
I'm going to let it shine.

Self **Temper-
tantrums** **Obey** **Rules** **Others**

MORAL DEVELOPMENT

Skill

Activity

This little light of mine,
I'm going to let it shine
Let it shine all the time, let
it shine.

Don't you try to blow it out,
(make believe blowing)
No! I'm going to let it shine.
(nod head)

Don't you try to blow it out
No! I'm going to let it shine
Don't you try to blow it out
No! I'm going to let it shine
Let it shine all the time,
let it shine.

All around the neighborhood,
I'm going to let it shine
(make sweeping motions with arms)
All around the neighborhood,
I'm going to let it shine.
All around the neighborhood,
I'm going to let it shine,
Let it shine all the time,
let it shine.

2. A rhyme to say at clean-up time:

We're working together
We're working today;
Let's pick up our blocks
And put them away.

Let's pick up and pick up,
And pick up some more;
Let's pick up and clean up
The table and floor.

Hurd

LEVEL I - II

3. Obeys rules to avoid punishment.

3. Direct mistakes into positive learning. For instance, a spilled substance can become part of a painting or collage.

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

3. Children make flowers without petals (any method). Each time a child does an act of kindness he makes a petal and pastes it on his flower until blossoms on his flower are complete.
3. Strengthen a child's inner controls by moving close to him, yet saying nothing unless necessary, when it seems that he is about to misbehave.



LEVEL I - III

4. Acts according to moral dictates out of a desire for reward and out of an avoidance of punishment. "Good behavior only means behavior resulting in reward or approval and

4. Two children at a time work on an easy puzzle. 10-20 pieces.
4. Avoid most conventional T.V. and commercial movie cartoons as they promote aggression and teach faulty moral lessons.

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

bad behavior only means
behavior resulting in
punishment or disapproval."

4. When some children finish projects before others do, they can briefly share the results of their work at the Sharing Table.
4. Let each child have a cubby, corner of the room, or certain toys that are uniquely his and insist that the privacy of these things is respected by all.



"Social and moral development are observed in action and by reading a child's emotional thermometer. A child is never truly happy and free until he can substitute inner control for external restraint.

At some point it is my prayer for each child to trade his personally determined standards for joy in the Eternal." Debbie Coonrod

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

LEVEL I - III

5. Focuses his attention on himself in any social relationship. Right actions are those which satisfy his own needs and if possible, those of others in a physical, pragmatic way. (You scratch my back and I'll scratch yours.)

5. Role-play with children in house-keeping corner using adult dress-up costumes: Daddy comes home from work. One child runs up and tells him something. Another wants to play a game. Daddy says, "I'm tired!" What will the children do? Act out.



5. One child gives another a gift-for-the-day wrapped up to demonstrate friendship, as a gesture after a quarrel between them has been resolved, etc. A new child might receive gifts-for-the-day from the whole group every day during his first week in class.

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity



5. Small groups, when interest dictates, can go on litter walks around the school yard or neighborhood, picking up trash.

5. A simple prayer to start off the morning is:

Dear God,
Help us day and night
To be happy helpers and
do what's right.
In Jesus' Name,
Amen

5. When all are sitting in a circle, a child names another child that he has seen do a good deed; "I know a helper and his name is John." John stands up and all clap. This procedure continues until all recent helpers have been recognized.



Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

5. Have a lesson on the difference between animate and inanimate objects, giving many concrete demonstrations. Then, read the following rhyme:

What we call a stick or doll
Doesn't bother it at all.
But a person doesn't feel the
same
When he is called by an ugly
name.

Garry Cleveland Myers



*A child with mumps or a
handicap may be a target for
undue teasing.*

LEVEL I, II

6. Obeys rules for rules sake but does not use them creatively to better social relationships.

6. Set up the classroom in the following way and see which of these arrangements lead to helping or other activities on the part of the children:
- a. Dirt and leaves spread on the floor with dust pan and brush nearby.

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

- b. Pitcher filled with water and four empty glasses.
- c. A fully dressed doll with messy hair and a hair brush beside her.
- d. Dirty dishes, a dish pan of warm, soapy water and a dish rag or long handled sponge.
- e. A few very dry plants beside a watering can of water.
- f. A waste basket lying on its side with paper spilling out.
- g. An empty vase, a pitcher of water and a few flowers lying beside them.
- h. A very dusty table with a dust cloth nearby.



Hearts like doors
Will open with ease
To very, very little keys.
Now don't forget that two of these
Are Thank You, Sir
And, If You Please

Unknown

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

6. For Mother's Day, Valentine's Day or another holiday, the class can make coupon books that their parents can use whenever they want them to do a job that they don't ordinarily do around the house. Each child will draw a picture of each chore, and you can label it at the bottom. Then, staple the chore sheets into a book; the "coupon book."
6. Play Simon Says, but when someone does something even though the command "Simon Says . . ." was not given, have him go to a second line and continue the game. The last person in the first line wins.
6. Provide positive experiences with people of a variety of ages, backgrounds and races through the use of parent, grandparent and other volunteers in the classroom. Try to find out any unique talents they may have, and put them to use.
6. Role-play: One child builds a super structure with blocks. While his back is turned, another child (playing the part of a younger brother or sister) knocks it over. What does the first child do? (Act out.)
6. Children stand in a row facing you. To one child, say something like, "Susan, take three giant steps (or baby steps, or long, or short). Susan says, "Mother, may I?" You say,

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

LEVEL II

7. Behaves morally to avoid guilt feelings and the disapproval of others.

"Yes, you may." Do this with each child. Anyone who does not say, "Mother, may I?" or takes the wrong number of steps must return to the starting line. Try to be fair in giving everyone an equal chance to reach you (rather than one child only baby steps, and another child only giant steps, and even up the number of steps). The first child to reach you is the winner.

7. Put a tree branch in a container of sand or paint a branch on a large piece of paper. Children decorate the tree with pictures of faces from magazines, drawings of cheerful designs, or other objects to show how they feel when they or someone else says, "I'm sorry," and when they or someone else says, "That's all right."
7. An easy role-play is as follows: A child falls down on the playground. Some other children see him, but continue to play. You (the main child actor) come along. The child is crying and hurt. What do you do? (Act out.)
7. Children sit in a circle. One child whispers a word or sentence in the ear of a child next to him. That child whispers it to the next child, then that child to the next child, and so forth, until the message goes all around the

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

circle. When the child who first whispered the message hears the last child tell him the message, it is usually an entirely different message that he hears. After the group has played this game several times, tell them that the game is called "Gossip." Explain what gossip is, and the fact that one of its unfortunate effects is that the message is usually changed as it is spread among people.

7. One child can trace around his hand on paper. Then another child traces his hand on top of the first hand. Then another child traces his hand on top of the two hands. Finally, the whole class has filled up a sheet or two of paper with hands by using this procedure. Using various colors of pencils or markers will make the designs more interesting. Discuss why hands are used as moral symbols, as in "helping hands," "giving hands," "Will you lend me a hand?"
7. Finger play:
If I do wrong and make God sad,
(shake head sadly)
"I'm sorry," I will say.
(fold hands, bow head)
If I am cross or if I'm bad,
(frown and shake head)
"Forgive me," I will pray.
(fold hands, bow head)
7. Discuss the meaning of the word proud. Children draw pictures entitled, "Things I did since yesterday of which I am proud."

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

7. Have a policeman -- in uniform -- come and talk about how children can avoid common safety problems, and cope with them when they occur, with an emphasis on helpfulness, unselfishness, and a cooperative spirit. (A uniformed policeman is an important moral symbol at this age.)
7. Role-play: You and your friends are playing. A new boy in the neighborhood comes over to watch you play, and looks very lonely. You see him standing there. What do you do?
7. A crumb catching exercise just for fun: Sit down, keeping your knees together. Eat a cookie or a cracker. Let the crumbs fall into your lap. Get off the chair carefully, but don't unbend. Kind of waddle slowly across the floor to a waste basket or outside door where you can brush off the crumbs.
7. Ask children if there are any jobs around the room that need to be done that aren't being done. Use colored slips of paper, a color for each job, and tell the children which color matches which job. If a child wants to do one of the jobs the group named, he writes his name on the colored slip that matches the job and puts it in a box.

Self **Temper-**
tantrums **Obey** **Rules** **Others**

MORAL DEVELOPMENT

Skill

Activity

LEVEL III

8. Lives in a conscientiously moral manner to avoid guilt feelings resulting from harming others (and for the other reasons given in #7).

8. At snack time, put out five fewer items (cookies, crackers, juice -- your choice) than there are children. Let them talk, one at a time, for a few minutes about how to solve the problem.

8. Using a toy telephone, do the following role-play: Mother is talking on the phone. You need her to help you tighten your skates. Your friends are waiting outside to go skating. She says, I will be with you in a minute, dear." She talks on and on. What do you do? (Act out.)

8. Have the class make dolls of "silly putty." Each child stretches and presses together the top and bottom of a doll, accordion fashion, during the appropriate parts of this poem as it is read:

Big enough to stay up late;
Too small to shut the door.
Old enough to learn to skate;
Too young to sweep the floor.

Old enough to ride a horse;
Too young to feed the cat.
The age for an allowance;
But too young to buy your bat.

Tall enough to reach the food;
Too short to dry the dishes;
It seems, my boy, that you can be
The size to suit your wishes!

Ask if anyone knows what "The size to suit your wishes" means in the poem.

Self

**Temper-
tantrums**

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

8. After reading The Giving Tree by Shel Silverstein, hand to each child a piece of construction paper with a tree outlined on one side and a stump outlined on the other. Children decorate the tree with yarn (e.g., paste green yarn around the outline of the tree, brown yarn around the outlines of the trunk and stumps, and red circles of yarn for the apples.) Children draw a boy under the tree with apples and an old man sitting on the stump.
8. Say, "Sometimes we are so upset after we have done something wrong that we can't say 'I'm sorry' in words. How else can we show we are sorry?" Children then act out hugging, holding someone's hand, doing good deeds, etc.
8. One person blows bubbles, and then everyone in the group blows at the bubbles by blowing through a straw keeping them in the air. Point out that keeping these beautiful things in the air would be impossible for one person to do alone -- and then have one person try to keep a bubble in the air with his straw alone.
8. Children take turns leading a blindfolded person around and being blindfolded and led around. The blindfolded child should be helped by the seeing child to do a lot of simple activities. You can point out that moral rules also guide us when we can't see what to do.

Self

Temper-
tantrums

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

8. Role-play: Your sister spills cereal all over the floor. No one is in the room but you and her. You see it happen. What do you do? (Act out.)

8. Show pictures involving interpersonal conflicts. Two or three children give them titles; then act them out in puppet role-plays. Easy finger puppets to quickly make, use, then throw away: Small circles of drawing paper put on fingertips with scotch tape.



8. Grow a Forget-me-not plant, which is a symbol of friendship. Beside it, put a box containing the dictated sentences of the children on slips of paper, such as, "I want my friend to remember _____," "I want my teacher to remember _____," "I want my dad to remember _____," etc.

Self **Temper-tantrums** **Obey** **Rules** **Others**

MORAL DEVELOPMENT

Skill

Activity

8. Each child takes a turn saying, "Today I will . . ." and pantomimes an act of kindness. The others try to guess what the act is. They ask questions of "it" that can be answered "yes" or "no." Whoever guesses the act of kindness gets to be "it."

8. Read the following poem:
My friend told me a secret
She said, "Oh, please don't tell"
I promised that I wouldn't
I keep secrets very well.

I really liked the secret
It seemed just like a present
But it became too big for me
And I felt quite unpleasant.

Now I want to give it out
And whisper it to you
Keeping any secret
Is hard for me to do.

King

Discuss when it is easy and when it is hard to be good and why. Using glass beads, decide how many beads each kind of good deed would deserve (emphasizing that this is only a game, and not an absolute evaluation). Have each child make a tag board crown for himself, and on it paste the number of jewels for each "easy" and "hard" deed that he thinks he deserves every day.

8. After reading Evan's Corner by Elizabeth Hill, everyone in the class can design an ideal

Self
Temper-
tantrums

Obey

Rules

Others

MORAL DEVELOPMENT

Skill

Activity

private corner of his own on paper where the teacher has drawn lines for a corner in perspective. In his corner,



the child can draw windows, furniture, toys, food, pets -- whatever he wants in his ideal private place.

Emphasize the idea that everyone should have a private place, whether it be a corner, a cubby or whatever. Have those who share bedrooms with brothers and sisters compare the advantages and disadvantages of this with those who do not.

8. Read the following poem, and write it on a large piece of paper:

To make the world a more
beautiful place,
God gave us each a different
face;
Different features, different
hair,
Some are dark and some are fair;
Eyes of green or brown or blue,
Skin of different colors too.
Just like flowers in colored
array,
People too make a lovely bouquet.

Peggy O. Downey

The children can put the poem in the middle of a large bulletin board, and surround it by pictures of people from different races and cultures that have